



OCLPA UNIVERSAL REFERRAL PROCESS RELATED DEFINITIONS & ACRONYMS (9-2-21)

SUMMARY OF PERFORMANCE (SOP):

When students with disabilities graduate from high school with a regular diploma or “age out” of special education, IDEA requires the school to provide a “summary of academic achievement and functional performance.” The Summary of Performance (SOP) should include recommendations about ways to help meet post-secondary goals. The requirements for the SOP are found in the Federal Regulations at 34 CFR §300.305(e)(3).

The SOP **must** be completed during the final year of a student’s high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this document. The document should contain the most updated information on the performance of the student and include both the student’s abilities and aspirations. The SOP is very closely tied to information contained in the IEP, it should be a separate document which condenses and organizes the key information that should follow the student. <http://www.wrightslaw.com/info/trans.sop.htm>

It is recommended by the California Department of Education, Department of Rehabilitation and Department of Developmental Services that efforts by the Local Partnership Agreement Groups include utilizing a Universal Referral Process as part of the SOP requirement.

Workforce Development Legislation

In looking at possible services and resources for individuals with disabilities, it is important to be mindful of specific workforce development legislation, regulations, policies and implementation procedures. Key legislation includes the following:

✚ Employment First Policy:

Signed into law on October 9, 2013 by Governor Edmund G. Brown, The Lanterman Act, Section 4869(a)(1) states, “It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities. “It is now California’s highest priority to make integrated competitive employment a real choice for people with developmental disabilities. Integrated competitive employment is a job at a workplace among individuals with and without disabilities. It will be a full or part-time position at or above minimum wage.

✚ Workforce Innovations & Opportunities Act:

WIOA is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. This legislation was signed into law on July 22, 2014. This legislation addresses programming offered through the American Job Center/One Stop Center and Department of Rehabilitation.

1) American Job Center (AJC) Improves Services to Individuals with Disabilities:

WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment. AJCs will provide physical and programmatic accessibility to employment and training services for individuals with disabilities.

2) Department of Rehabilitation

State vocational rehabilitation agencies will set aside at least 15 percent of their funding to provide transition services to youth with disabilities. Youth with disabilities will receive extensive pre-employment transition services so they can successfully obtain competitive integrated employment. Keep in mind that under the WIOA Legislation there many types of Department of Rehabilitation (DOR) services offered including the following two types of services for students with disabilities...

• **Pre-Employment Transition Services/Student Services:**

Pre-Employment Transition Services (Pre-ETS) – DOR is mandated by the Workforce Innovation & Opportunity Act (WIOA) to provide the following five activities to students with disabilities (16 to 21-year-olds) who are eligible or potentially eligible for VR services: (1) job exploration counseling, (2) work-based learning opportunities, (3) counseling on post-secondary educational opportunities (4) workplace readiness training, & (5) instruction in self-advocacy, including instruction in person centered planning. DOR is authorized, but not required to provide the 9 authorized activities, specifically identified in the Act. These services may be provided to all students with disabilities regardless of whether an application for services has been submitted. For more information, go to:

<http://www.wintac.org/topic-areas/pre-employment-transition-services>

- **Vocational Rehabilitation Services:** VR (Vocational Rehabilitation), at its core, is a set of services provided to individuals with disabilities, consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice so that they may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency. These services include education, job training and other services needed to get and keep a job **or advance in one's career**. Vocational rehabilitation services are available to people who have acquired a disability and need services to re-enter the workforce. The services available through each state's vocational rehabilitation (VR) system can play a critical role in assisting people with disabilities to enter the workforce.

<http://www.rehab.cahwnet.gov/>

OCLPA Universal Referral Process Definition & Acronyms

The following acronyms and definitions may be help when using the Universal Referral Process:

- **Competitive Integrated Employment (CIE)** – Full time or part time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities.

<https://www2.ed.gov/about/offices/list/osers/rsa/wioa/competitive-integrated-employment-faq.html>

- **DOR Student Services** – DOR Student Services consist of pre-employment transition services, provided in accordance with the needs and interests of the student, that fall within the following five categories: 1) Job exploration counseling 2) Work-based learning experiences 3) Postsecondary counseling 4) Work readiness training 5) Self-advocacy training.
<http://www.dor.ca.gov/>
- **Individual Education Plan (IEP)** – The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (as appropriate) to work together to ensure access and improve educational results for children with disabilities. The IEP is the plan for a quality education for each child with a disability. An IEP is more than just a written legal document. It's a plan that lays out the measurable goals, setting, instruction, supports and services students need to make progress and succeed in education.
- **Individual Employment Plan** - Development of an Individual Employment Plan through the One Stop Center is used to identify Individualized Career Services including: the employment goals, achievement objectives, and the combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers.
- **Individual Plan for Employment (IPE)** - A term used by the California Department of Rehabilitation to refer to the agreement between the client and the DOR. The IPE contains important information on the client's employment goal, and what services and supports the DOR has agreed provide to assist the client in meeting that goal.
- **Individual Program Plan (IPP)** – Person-centered individual program planning assists persons with developmental disabilities and their families to build their capacities and capabilities. A team, including individual, family and Regional Center Staff assists the individual in developing a description that includes: a preferred place to live, favorite people with whom to socialize, and preferred types of daily activities, including preferred jobs. This description is called a preferred future, and is based on the individual's strengths, capabilities, preferences, lifestyle and cultural background. The planning team decides what needs to be done, by whom, when, and how. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.
- **Integrated Resource Team (IRT)** – The Orange County Local Partnership Agreement (OCLPA) will be utilizing an “Integrated Resource Team” (IRT) approach to determine needed services and supports of individuals with disabilities where there appears to be a need for multi-agency efforts in work-based learning and competitive integrated employment programming. This team will work together to create coordinated, well sequenced service delivery for individuals while optimizing the use of local partner resources.
- **Local Education Agency (LEA)** – May include a County Department of Education, a school district, or another public educational organization.

- **One Stop Career Center/America' Job Center (AJCC)**– Job/Career Centers located throughout California that provide access to the state’s employment-related services including skill assessment, assistance in searching for employment and training opportunities, job application preparation. The One Stops also facilitate integrated partnerships that seamlessly incorporate services for the common customers served by multiple program partners of the American Job Center of California (AJCC).
<http://www.americasjobcenter.ca.gov/>
- **Orange County Local Partnership Agreement (OCLPA)**- The purpose of the Orange County Local Partnership Agreement (OCLPA) is to enhance partnerships that promote preparation for and achievement of competitive integrated employment (CIE) for youth/adults, 14 years old through 30 years+, with disabilities and related “At Risk” populations including individuals with intellectual disabilities and developmental disabilities (ID/DD). Related “At Risk” Populations include individuals who are foster youth, low income, unhoused, justice involved, or other adversities that prevent them from securing competitive, integrated employment (CIE). The OCLPA includes partnerships that have been operational for over 15 years as well as new partners that have been established for a variety of workforce development programming opportunities.
[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment\(CIE\)-Local-Partnership-Agreements.aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment(CIE)-Local-Partnership-Agreements.aspx)
- **Person Driven Planning (PDP)/Person Centered Planning (PCP)**- This process is used to inform action that makes life better for people with disabilities and the people who know them & love them by ensuring they can make decisions about their future. This ongoing supportive process is used to help people with disabilities plan for their future. Groups of people focus on an individual and that person's vision of what they would like to do in the future.
http://www.catransitionalliance.org/docs/49-TranslatingPerson-DrivenPlanningintoSelf-DeterminedAction_1129201612737.pdf
- **Potentially Eligible (PE)** – A PE eligible student has a disability, is 16 to 21 and who is eligible for and receiving IDEA services or is an individual with a disability for purposes of section 504. PE Students may be able to receive the five DOR Pre-Employment Transition Services (Pre-ETS) without having to apply for VR services or go through an eligibility determination process. (In California we call this Student Services.)
- **Pre-Employment Transition Services (Pre-ETS)** – DOR is mandated by the Workforce Innovation & Opportunity Act (WIOA) to provide the following five activities to students with disabilities (16 to 21-year-olds) who are eligible or potentially eligible for VR services: (1) job exploration counseling, (2) work-based learning opportunities, (3) counseling on post-secondary educational opportunities (4) workplace readiness training, & (5) instruction in self-advocacy, including instruction in person centered planning. DOR is authorized, but not required to provide the 9 authorized activities, specifically identified in the Act. These services may be provided to all students with disabilities regardless of whether an application for services has been submitted.
<http://www.wintac.org/topic-areas/pre-employment-transition-services>

- **Regional Centers (RC)** – Nonprofit private corporations that contract with the Department of Developmental Services to provide or coordinate services and supports for individuals with developmental disabilities. They have offices throughout California to provide a local resource to help find and access the many services available to individuals and their families. Regional centers provide diagnosis and assessment of eligibility and help plan, access, coordinate and monitor the services and supports to meet the needs of people with developmental disabilities. Regional Centers provide people with residential, day, transportation, and social, independent living, and respite, medical, psychological, preschool and other services. <https://www.dds.ca.gov/RC/index.cfm>
- **Service Providers** – Community service providers approved by the individual Regional Centers to provide employment and independent living services for Regional Center participants.
- **Student Education Plan (SEP)** - Every student who enrolls in a Community College to pursue a certificate, degree, or transfer objective, and in many cases even those seeking career advancement, needs a Student Education Plan that represents the sequence of courses that can get them from their starting point to attainment of their educational goal.
- **Summary of Performance (SOP)** – When a student graduates from high school with a regular diploma or “ages out” of special education, IDEA requires the school to provide a “summary of academic achievement and functional performance.” The Summary of Performance (SOP) should include recommendations about ways to help meet post-secondary goals.
<http://www.wrightslaw.com/info/trans.sop.htm>
- **Transition Services for Students with Disabilities who are also VR clients** – Transition services mean a coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the individual student's needs, taking into account the student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services must promote or facilitate the achievement of the employment outcome identified in the student's individualized plan for employment. (Authority: Section 7(37) and 103(a) (15) of the Act; 29 U.S.C. 705(37) and 723(a)(15))
- **Universal Referral Process (URP)** – The OCLPA Universal Referral Process will be used to coordinate needed services providers to plan for and implement multi-agency employment related services and supports. This effort includes working through a Person Driven Planning process with the individual and the people who know them and love them.

- **Universal Referral Sheet (URS)** - The OCLPA Universal Referral Sheet will be used to promote coordinated service provision to support CIE. Before use and participation in the universal referral process, each agency will ensure compliance with “Release of Information” procedures for their own respective agency.
- **Vocational Rehabilitation:** VR (Vocational Rehabilitation), at its core, is a set of services provided to individuals with disabilities, consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice so that they may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency. These services include education, job training and other services needed to get and keep a job **or advance in one’s career**. Vocational rehabilitation services are available to people who have acquired a disability and need services to re-enter the workforce. The services available through each state’s vocational rehabilitation (VR) system can play a critical role in assisting people with disabilities to enter the work force.
<http://www.rehab.cahwnet.gov/>
- **Workforce Innovations Act (WIOA)** - WIOA was signed into law on July 22, 2014 and provides additional employment supports to individuals with disabilities. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. The landmark legislation is designed to strengthen and improve our nation’s public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.
<http://www.help.senate.gov/imo/media/doc/WIOA%20One%20Page%20Summary%20May%202014.pdf>

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